

Cooper Lavigne

1/27/16

MI chapter 4

This chapter talked about how to teach multiple intelligences to young students. I particularly liked the quote he mentioned where he said that students enter school as question marks and leave as exclamation points. I feel that really speaks to the degree in which we are taught in schools to stay in our lane and if we are aren't particularly intelligent in what would be considered core academic areas that we aren't intelligent at all. In the chapter he goes over several different ways to introduce younger students to multiple intelligences first he makes the language easier to understand changing "linguistic intelligence" to "word smart" etc. He then goes on to ask the children inclusionary questions such as "have you read a book?" when the children respond yes he tells them that they are all "word smart". The use of this exercise is to show students that they all have all 8 intelligences just to different degrees. Students then can be introduced to a series of games and role models having to do with the multiple intelligences. A "body smart" role model might be a professional athlete while a "music smart" role model might be a famous musician. While all of this is geared towards younger aged children I feel there are still some take away concepts that apply to all students, chiefly among them being the concept that students should never feel they aren't intelligent because they don't excel in a specific area. We as educators should take every opportunity to give them the option to work in an area of strength without closing the door on improving an area of weakness.